Data Inquiry Journal Overview

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

- **The cycle of continuous improvement as described in the following slides can support school teams wanting to bring about enduring change in their schools to impact students.**

Benefits of Using the Data Inquiry Journal

- Includes essential components for continuous improvement in one tool that supports teams engaging in critical conversations to address gaps and promote equitable outcomes

- Meets requirements for continuous improvement planning in ESEA and IDEA

- Imports local data for analysis which is useful for SLO and PLC practices

- Designed by Wisconsin educators and updated based on user feedback

- Embedded within a secure platform (WISEdash for Districts) to protect student privacy

- Provides a research-based process with elements of implementation science

Data Inquiry Journal

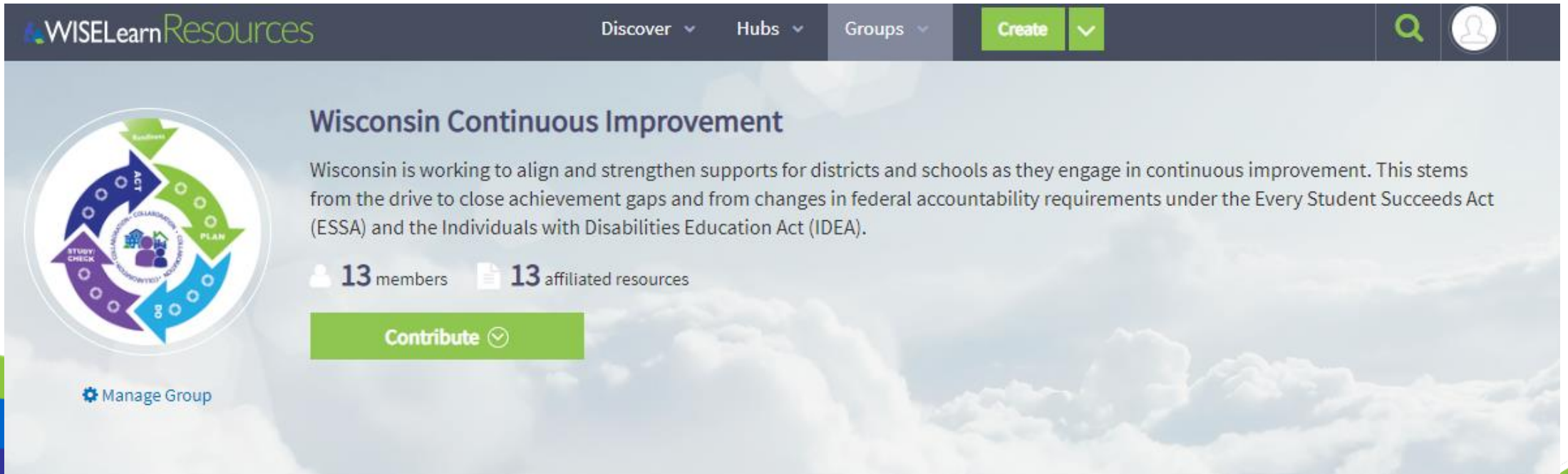- **Aligned to the [Continuous Improvement Process Criteria and Rubric](#)**

Continuous Improvement Process
Criteria and Rubric
DRAFT

Data Inquiry Journal

- **Connects tools and resources through [WISELearn Continuous Improvement Group](#)**

Data Inquiry Journal

- **[Technical Assistance Network for Continuous Improvement](#) within your CESA**
  - **Assistance:**
    - Needs Assessment (Data Analysis & Root Cause Analysis)
    - Process for selection of Evidence-Based Improvement Strategy
    - Ongoing Continuous Improvement Planning & Monitoring
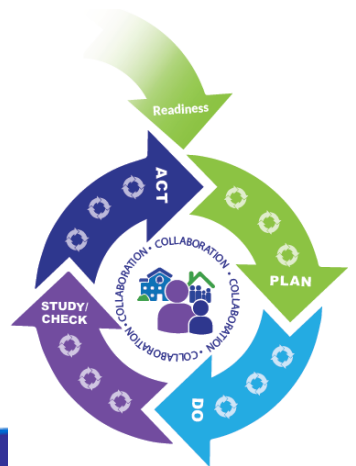
Data Inquiry Journal

Important Note:

- The version within the slides is planned to be released in March 2019.

Accessing the Data Inquiry Journal

Choose district/school, click on the red checker board and select Data Inquiry Journal

Creating a New Plan

Data Inquiry Journal

Plans	Templates	Reassign Owner

+ New Plan

PLAN NAME ⇕	TEMPLATE ⇕	DESCRIPTION ⇕

Plan Properties ✕

Name Literacy Gaps - Sample

Description January 2019 DIJ Literacy Gap Sample 1

Agency Wisconsin Sample School

Team John, Spencer, Mary, Della, Alice, Peter and Parent Mary

Cancel   **Save**

Overview Screen

Literacy Gaps - Sample
January 2019 DIJ Literacy Gap Sample 1

PART 1 Needs Assessment: Student Data Inquiry	Part 2 Needs Assessment: Practices Inquiry	PART 3 Summary and Improvement Plan

Needs Assessment: Student Data Inquiry

It is advisable that Part I, Student Data Inquiry, begin after preliminary findings indicate potential areas of concern that warrant further investigation. In some cases, needs may be identified through external accountability. Following the process of Student Data Inquiry to explore preliminary findings will lead to identifying replicable successes, critical priorities and likely root causes contributing to student outcomes. This inquiry provides the foundation for follow-up Practices Inquiry (Part 2) and subsequent Improvement Planning (Part 3).

+ **Focus**

+ **Question**

+ **Investigate**

+ **Clarify**

+ **Hypothesize**

+ **Next Step**

Focus

Focus

Purpose

Describe the purpose for this inquiry and how it is interwoven with other school district initiatives, plans and other improvement efforts.

```
Improvement Planning
```

Context

Select the primary area for inquiry *(select one)*.

- ○ College/Career Readiness
- ● Literacy
- ○ Math/STEM
- ○ Student Engagement
- ○ Other

Focus Notes

```
Enter discussion notes...
```

— Collapse Focus

Question

Question

Question Types ⓘ

Throughout the DIJ there are "i" symbols. When the symbol is selected more information and samples are available.

Sample (All Students): What are the proficiency levels for all 6-8 grade students in math for the past three years?

Sample (Gaps): How do the attendance rates compare between students with disabilities and students without disabilities in grades 9-12 for the past three years?

Sample (Content): How do our students' English average subscores compare with the state over the past three years?

Check all that apply from each of the following question types and enter your data questions in the corresponding entry box.

☐ All Students ☑ Gaps between Student Groups ☐ Content Topic

Question(s)

Save each question before adding another.

+ New

QUESTION	
How do the proficiency literacy rate for students with disabilities differ from other student groups in grades 3-6?	✏️ 🗑️

Question Notes

This is an optional field the district/school teams may choose to take notes of the team's discussion.

Enter discussion notes...

Investigate

Investigate

Investigating the Types of Student Data
The three types of student data to collect and use as indicators of school or district successes and concerns include: achievement, engagement, and perception data

Achievement Data
Upload images of achievement data and evidence collected from multiple state and local sources.

2017-18 Forward and DLM ELA Performance by School and Disability Status

Engagement Data
Upload images of engagement data and evidence collected from multiple state and local sources.

Attendance
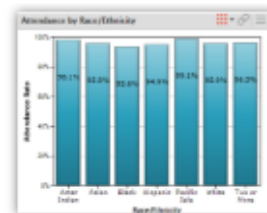
Perception Data
Upload images of perception data and evidence collected from multiple state and local sources.

Climate Survey

The Data Inquiry Journal encourages the team to use multiple data sources during the student inquiry. These sources include achievement, engagement and perception.

Controls allow user to include selected data from WISEdash for Districts, uploads from other data sources, reorder data, add notes to data and make view only.

Clarify

Student Data Findings ⓘ

Observe the collected data, analyze results, and summarize data findings, including trends and patterns.

Save each finding before adding another.

+ New

FINDING	TYPE	PERSISTENCE	PRIORITY	
EBD three year trend; 15-16 42.9 (7 students; three proficient); 16-17 16.7% (six students; 1 proficient); 17-18 25% (4 students; 1 proficient) LD all three years 0% proficient (student populations 9-17)	Concern	3+ years	High	✏ 🗑
Gap between SwD proficiency grew from 15-16 15.8%; 16-17 33.5% and 17-18 31.2%	Concern	3+ years	High	✏ 🗑
In 17-18 students with disabilities within the low growth rate is 52%; compared non-disabled 34%	Concern	1 year	High	✏ 🗑
According to the 2017-18 report card 17.7% of students have a disability.	Concern	1 year	Medium	✏ 🗑
Students with Disabilities is within the normal range of 2-4; however the school's VA is 2.8 which is below the state average of 3.	Celebration	1 year	Medium	✏ 🗑

‹ **1** 2 ›

Student Outcome Priority Statement ⓘ

Based on the data findings listed above, determine the most critical priority for students.

> Based on the Forward ELA exam data and demographic data, the students with disabilities account for 17.7% of the schools population (more that the state average of 12-14%) and attendance rate is lower than students w/o disabilities, there is a persistent gap in achievement has grown by 15.4% and growth (SwD 52% to SwoD 34%).

Clarify Notes

Hypothesize

Hypothesize

Hypotheses of Practice: ⓘ

What instructional or leadership practices are possible contributors to the student outcome priority identified? Use and describe a collaborative process to determine the highest likely root cause for the student outcome priority.

Process Used

> Out team used the fishbone diagram and influencer circle to identify likely root causes and prioritize need.

Images of the Team's Root Cause Analysis Process (optional)

Upload images of the process (such as "fishbone" and "influencer circle") below.

Fishbone Image

Hypothesize

Likely Root Causes ⓘ

Enter each hypothesis of likely root cause in practice generated by team members.
Save each cause before adding another.

+ New

ROOT CAUSE IN PRACTICE	CATEGORY OF PRACTICE	RATE THE LIKELY IMPACT OF ROOT CAUSE		
We believe we are seeing a gap in literacy achievement and growth for students with disabilities do not have access to receive the universal curriculum and grade level instruction	High-quality Instruction	High	✏	🗑
We believe the students absences may either be because they do not feel like they are part of the school community.	Systemic Implementation	Medium	✏	🗑
We believe that gap with SwD exists because the students are removed from the classroom during literacy instruction.	Continuum of Supports	High	✏	🗑

Highest Likely Root Cause

As a team, use a prioritization process to determine the highest likely root cause from the list of hypotheses generated. Enter a single root cause with the highest likelihood of contributing to the **Student Outcome Priority Statement**.
Please click save to record your entry.

+ New

HIGHEST ROOT CAUSE IN PRACTICE	CATEGORY OF PRACTICE		
Because the students with disabilities are removed from the classroom during literacy instruction they do not have access to universal and grade level content.	Continuum of Supports	✏	🗑

Practice Priority Statement ⓘ

Write a practice priority statement to explain the relationship between **Highest Likely Root Cause** and the **Student Outcome Priority Statement.**

We believe we can increase student with disabilities ELA proficiency, if we infuse change our continuum of supports to ensure that special education students are within the classroom during universal instruction, special teachers are involved in co-planning to ensure that universal instructional practices meet the needs of all students and if special education pull-out occurs it is designed to support the learning in the universal literacy classroom.

Hypothesize Notes

Enter discussion notes..

Next Steps

+ Focus

+ Question

+ Investigate

The fields are collapsible to ease navigation.

+ Clarify

+ Hypothesize

− Next Step

Select the next step to follow-up on this student data inquiry (select one).

Next Step

☑ Continue to Part 2 to follow-up on this likely root cause with a Practices Inquiry.

☐ Begin another Inquiry Journal (Part 1) to investigate other student data inquiry questions.

☐ Skip to Improvement Planning (Part 3).

☐ Other...

— Collapse Next Step

Back to Top

TEAM MEMBERS

John, Spencer, Mary, Della, Alice, Peter and Parent Mary

Team Member information appears at the bottom of each screen as a reminder.

Overview Screen

Literacy Gaps - Sample
January 2019 DIJ Literacy Gap Sample 1

PART 1	Part 2	PART 3
Needs Assessment: Student Data Inquiry	Needs Assessment: Practices Inquiry	Summary and Improvement Plan

Needs Assessment: Practices Inquiry

The purpose for practices inquiry is to design a plan to investigate and analyze evidence of likely root causes in practices contributing to student data outcomes. Results from practices inquiry lead to proposing actions for improvement.

+ **Part 1 Needs Assessment: Student Data Inquiry Highlights**

+ **Focus**

+ **Question**

+ **Investigate & Clarify**

+ **Propose**

Back to Top

TEAM MEMBERS

John, Spencer, Mary, Della, Alice, Peter and Parent Mary

Part 1 Needs Assessment: Student Data Inquiry Highlights

Part 1 Needs Assessment: Student Data Inquiry Highlights

This section may have been completed in Part 1. If not, click Complete/Edit.

Student Outcome Priority Statement ⓘ   Complete/Edit

Based on the Forward ELA exam data and demographic data, the students with disabilities account for 17.7% of the schools population (more that the state average of 12-14%) and attendance rate is lower than students w/o disabilities, there is a persistent gap in achievement has grown by 15.4% and growth (SwD 52% to SwoD 34%).

Cream colored text boxes are pre-populated information from Part 1 that will be useful in Part 2.

Highest Likely Root Cause

Create/Edit will link teams to the location of the field in Part 1.   Complete/Edit

+ New

HIGHEST ROOT CAUSE IN PRACTICE	CATEGORY OF PRACTICE
Because the students with disabilities are removed from the classroom during literacy instruction they do not have access to universal and grade level content.	Continuum of Supports

Practice Priority Statement ⓘ   Complete/Edit

We believe we can increase student with disabilities ELA proficiency, if we infuse change our continuum of supports to ensure that special education students are within the classroom during universal instruction, special teachers are involved in co-planning to ensure that universal instructional practices meet the needs of all students and if special education pull-out occurs it is designed to support the learning in the universal literacy classroom.

— Collapse Part 1 Needs Assessment: Student Data Inquiry Highlights

Focus

Focus

Evidence-Based Improvement Strategy ⓘ

Enter an Evidence-Based Improvement Strategy (programs, policies, practices, or products) that is aligned to the Practice Priority Statement above.

Implementation of Universal Design for Learning Practices within the classroom to support all students.

Research the Evidence-Based Improvement Strategy ⓘ

Describe why this improvement strategy is essential to improve the Student Outcome Priority.

UDL is based upon the most widely replicated finding in educational research: learners are highly variable in their response to instruction. In virtually every report of research on instruction or intervention, individual differences are not only evident in the results; they are prominent. However, these individual differences are usually treated as sources of annoying error variance as distractions from the more important ?main effects.? UDL, on the other hand, treats these individual differences as an equally important focus of attention. In fact, when viewed through the UDL framework these findings are fundamental to understanding and designing effective instruction. The research that supports UDL falls into four categories: foundational research of UDL, research on the UDL principles, research on promising practices, and research on implementation of UDL.

Focus

Evaluate the Evidence-Based Improvement Strategy ⓘ

Evaluate your evidence-based improvement strategy by collaboratively discussing the following factors: needs, fit, resources, evidence, readiness, and capacity. Record your discussion notes and then respond to each of the following questions.

Needs. Does this program or practice meet identified needs?
• Yes • No

NEEDS NOTES

Based on our data and the principles (Multiple means of engagement to challenge appropriately, to motivate, and to allow learners to express and participate in their interests, Multiple means of representation to allow various ways of acquiring information and k... instructional materials.

Fit. Does the program or practice fit with current initiatives, priorities, structures, supports and parent/community?
• Yes • No

FIT NOTES

Using the practices will help us more fully implement our new high quality literacy instructional materials that are closely aligned to the grade level standards according to EdReports.
We will need to be intentional on making sure that special education teachers have time within their school day to collaborate about the grade level standards and the UDL principles (the appropriate methods to engage and challenge studen... appropriately, me...

Resources. Are/were resources available for training, staffing, technology supports, curricula, data systems and administration?
• Yes • No

RESOURCE NOTES

During our third year of implementation of our literacy resource, we have planned further ongoing professional learning and coaching planned. During these planned sessions will integrate the principles of universal design for learning, and include team coaching...

Evidence. Is there evidence indicating the outcomes that might be expected if the program or practice is implemented well?
• Yes • No

EVIDENCE NOTES

Above is the evidence to support the implementation of this instructional framework to support the learning needs of all students.

Readiness. Is there readiness for replication of the program or practice, including expert assistance, exemplars for observation and guidance for how to operationalize the program well?
• Yes • No

READINESS NOTES

As we build upon our current implementation of our literacy resource, we explore UDL further: this may include a to visit XXXXX school that is implementing UDL to learn from their successes and OFIs; have the leadership team attend conferences to build their k...

Capacity. Is there capacity to implement the practice or program as intended and to sustain and improve implementation over time?
• Yes • No

CAPACITY NOTES

Because we have not had turnover in staff our walk through data shows that educators are increasing in the level implementation of the district literacy resource. For this reason, if we continue to support implementation through UDL lens, it is the hope that staff ... implement.

Evaluate the Evidence-Based Improvement Strategy
The Hexagon Tool is linked within the "i" symbol. Questions are adapted from the Hexagon Tool to help schools and districts to determine if the selected evidence-based improvement strategy will meet the need identified through evaluation of:
• Need
• Fit
• Resources (Usability)
• Evidence
• Readiness (Supports)
• Capacity

Focus

Expected Practices at Full Implementation ⓘ

Instructional Practices ⓘ

Enter instructional practices and evidence for the improvement strategy below. Final entry for evidence may need to be adjusted or modified after completing Part 3.

Save each practice before adding a new one.

[+ New]

Based on the research completed, the team will enter observable practices when the evidence-based improvement strategy is implemented fully and evidence that may be collected.

INSTRUCTIONAL PRACTICE	EVIDENCE		
Engagement-Optimize individual choice	Walk through data	✏️	🗑️
Engagement-optimize relevance, value and authenticity	Walk through data, student feedback and self-assessment	✏️	🗑️
Sustaining Effort & Persistence-increase mastery-oriented feedback	Walk through data, student feedback and self-assessment	✏️	🗑️
Develop Self Regulation-develop self-assessment and reflection into lessons	self-assessment, lesson plans and student feedback	✏️	🗑️

Leadership Practices ⓘ

Enter the leadership practices and evidence for the improvement strategy below. Final entry for evidence may need to be adjusted or modified after completing Part 3.

Save each practice before adding a new one.

[+ New]

LEADERSHIP PRACTICE	EVIDENCE		
Data Leadership Team will analyze various types of feedback to plan future professional learning and coaching.	Data analysis results and professional learning records	✏️	🗑️
Data leadership team will communicate regularly and often about celebrations and next steps	News letters and staff meeting notes	✏️	🗑️
As the budget will allow, the principal will financially support professional learning aligned to this need	Budget report	✏️	🗑️

Question

Question

Practice Questions ⓘ

Enter questions about current practices, based on the description of instructional and leadership behaviors, actions and evaluation of the improvement strategy above.

Instructional Practice Question(s):

> If we implement universal design learning principles within literacy instruction, will our classroom and special education teachers collaboration, coaching and professional learning lead to increased student outcomes?

Leadership Practice Question(s):

> If the school implements universal design learning principles within literacy instruction, how does the school leadership team best support educations to effectively implement to lead to increased student outcomes?

Notes - Practice Questions

> Enter discussion notes...

— Collapse Question

Investigate and Clarify

Investigate & Clarify

Investigation Plan

Describe the details for the plan to investigate instructional and leadership practices. Please include data source, who is responsible, planned data collection, and data analysis dates. Possible data sources to consider: observations, surveys, interviews, lesson plans, meeting artifacts, budgets, reports, etc.

The leadership team will phase in the implementation of the universal design for learning principles so that the staff and leaders are secure in the instructional methods. To monitor implementation we will collect walk through data, self-assessments, budget data and meeting evidence.

Investigate Instructional Practice Data

Upload images of data and evidence collected.

There are no ima

Instructional Practice Data Findings ⓘ

Observe the collected data, analyze results and summarize discoveries as data findings.

Enter key instructional practice data findings...

Investigate Leadership Practice Data

Upload images of data and evidence collected.

There are no ima

Leadership Practice Data Findings ⓘ

Observe the collected data, analyze results and summarize discoveries as data findings.

Instructional & Leadership Practice Data
- Name the instructional and leadership practice data
- Upload data source(s)
- Summarize the data findings

If the team does not have instructional practice data or leadership practice data to add to the fields, they may use the fields to make a plan to collect data aligned to the evidence-based improvement strategy.

Propose

In this optional field, a team may start to brainstorm possible actions.

Overview Screen

Data Inquiry Journal

Literacy Gaps - Sample

January 2019 DIJ Literacy Gap Sample 1

PART 1	Part 2	PART 3
Needs Assessment: Student Data Inquiry	Needs Assessment: Practices Inquiry	Summary and Improvement Plan

Summary and Improvement Plan

It is advisable that Part 1-Needs Assessment: Student Data Inquiry and Part 2-Needs Assessment: Practices Inquiry be completed prior to developing the Improvement Plan. The purpose for Part 3-Improvement Plan is to design and document the actions that will be taken to improve priority outcomes through rapid cycles of improvement (plan, do, study, act).

+ **Part 1 and Part 2 Needs Assessments: Summary**

+ **Plan Foundation**

+ **Improvement Plan Strategy**

+ **Action Plan**

+ **Sustainability Plan**

Part 1 & 2 Needs Assessment Summary

Part 1 and Part 2 Needs Assessments: Summary

Context   Complete/Edit

○ College/Career Readiness   ◉ Literacy   ○ Math/STEM   ○ Student Engagement

○ Other

Student Data Findings ⓘ   Complete/Edit

+ New

FINDING		TYPE	PERSISTENCE	PRIORITY	
EBD three year trend; 15-16 42.9 (7 students; three proficient); 16 (student populations 9-17)		Concern	3+ years	High	
Gap between SwD proficiency grew from 15-16 15.8%; 16-17 33.5		Concern	3+ years	High	
In 17-18 students with disabilities within the low growth rate is		Concern	1 year	High	
According to the 2017-18 report card 17.7% of students have a disability.		Concern	1 year	Medium	
Students with Disabilities is within the normal range of 2-4; however the school's VA is 2.8 which is below the state average of 3.		Celebration	1 year	Medium	

< 1 2 >

Fields are pre-populated in the summary:
- Context
- Student Data Findings
- Instructional Practice Data Findings
- Leadership Practice Data Findings
- Student Outcome Priority Statement
- Highest Likely Root Cause
- Practice Priority Statement

Plan Foundation

Plan Foundation

Date Initiated

09/01/2019

School

Wisconsin Sample School

School Improvement Team Members

Insert team member name (including external stakeholders) and select his/her role.

Save each member before adding another.

[+ New]

The new team list, is a reminder to reflect, "given the focus of the evidence-based improvement strategy, are the right people part of the continuous improvement process."

MEMBER	MEMBER ROLE		
Joe John	Administrator	✏	🗑
Mary Jane	Teacher	✏	🗑
Alice Ann	Teacher	✏	🗑
Peter Allen	Other school staff	✏	🗑
Mother Terry	Family	✏	🗑

‹ 1 2 ›

Reflect on what your school or district may already being doing and its connection to your need.

Plan Alignment

Indicate the plans that you will review and align, as appropriate, when developing this improvement plan. (Select all that apply)

☐ District Strategic Plan ☐ English Learner Plan ☐ Technology Plan ☐ Professional Development Plan ☑ ESEA Plans (Title I, II, III, IV, ect) ☐ Student Learning Objectives (SLOs) ☐ Disproportionality Plan ☑ LEA Determination Plan (IDEA) ☐ Other Initiatives

Alignment Notes

Enter discussion notes..

Plan Foundation

Communication Strategy

Describe how the school/district will communicate the plan regularly to internal and external stakeholders (i.e. staff, families - including EL families and community.)

Communication with staff: we will share, get feedback and provide updates during staff meetings, professional learning time and weekly newsletters.

Communication with district: the school leadership includes the director of instruction and the supervisor for special education. These connections make communication ongoing during monthly school team meetings and bi-weekly leadership meetings.

Communication with families: the school leadership team members will meet with PTO members, TI annual meeting and family night to share the focus, get feedback and provide updates during regular meetings.

Schedule for Do, Study, Act Cycles

Enter the start dates for each Do, Study, and Act cycle to be executed in the Action Plan. Enter up to four dates.

Do, Study and Act 1 Date

11/01/2019

Do, Study and Act 2 Date

01/03/2020

Do, Study and Act 3 Date

03/01/2019

Do, Study and Act 4 Date

07/01/2020

— Collapse Plan Foundation

Communication Strategy:
- The team determines how and when it will communicate with other stakeholders for updates and feedback

Schedule of Do, Study, Act Cycles:
- In addition to the team's regular monthly meetings, the team will determine when they will come together, review ongoing progress data, and make additions and/or modifications to the action plan.

Improvement Plan Strategy

Improvement Plan Strategy

Tie it All Together

IF . . . we successfully implement this **Evidence-based Improvement Strategy**

THEN . . . teachers and leaders would demonstrate these behaviors with evidence - **Expected Level of Use in Practice**

SO THAT . . . growth is accelerated for students who most need it, while opportunities are increased for all students - **Monitor Student Progress**

THEREBY . . . meeting the **Long-Term Student Achievement SMART Goal**

IF... we successfully implement:

Evidence-Based Improvement Strategy ⓘ   Complete/Edit

Implementation of Universal Design for Learning Practices within the classroom to support all students.

THEN... teachers and leaders would demonstrate these behaviors with this evidence:

Expected Practices at Full Implementation ⓘ

Instructional Practices ⓘ   Complete/Edit

Final entry for evidence may need to be changed after completing Part 3

[+ New]

INSTRUCTIONAL PRACTICE	EVIDENCE	
Engagement-Optimize individual choice	Walk through data	
Engagement-optimize relevance, value and authenticity	Walk through data, student feedback and self-assessment	
Sustaining Effort & Persistence-increase mastery-oriented feedback	Walk through data, student feedback and self-assessment	
Develop Self Regulation-develop self-assessment and reflection into lessons	self-assessment, lesson plans and student feedback	

The "Improvement Plan Strategy" ties all of the work together into a theory of action.

Cream colored fields are pre-populated from Part 1 or 2.

Improvement Plan Strategy

Leadership Practices ⊙

Final entry for Evidence may need to be changed after completing Part 3

Complete/Edit

+ New

LEADERSHIP PRACTICE	EVIDENCE
Data Leadership Team will analyze various types of feedback to plan future professional learning and coaching.	Data analysis results and professional learning records
Data leadership team will communicate regularly and often about celebrations and next steps	News letters and staff meeting notes
As the budget will allow, the principal will financially support professional learning aligned to this need	Budget report

SO THAT... growth is accelerated for students who most need it, while opportunities are increased for all students

Monitor Student Progress

Select the type of each student progress measure that will be used and enter a description.
Save each measure before adding another.

+ New

STUDENT MEASURE	MEASURE DESCRIPTION	
Interim	STAR ELA (review standards based results aligned to ELOs)	🗑
Interim	Fountas and Pinnell Benchmark Assessment (K winter/spring through grade 5)	🗑
Summative	Forward Exam (review standards based results aligned to ELOs)	🗑
Summative	Common Summative Assessments (with Standards Based Results)	🗑
Other	PALS (Early Literacy Screener used to provide support to K-2 students)	🗑

THEREBY... reaching our

Long-Term Student Achievement SMART Goal ⊙

By June, 2021, the ELA proficiency rate at Wisconsin sample school will increase to 42% as measured by the Wisconsin Forward Exam.

(Current ELA Advance and proficient rate is 33% and the goal is to grow by 3% per year or 2019-36%, 2020-39% and 2021-42%)

— Collapse Improvement Plan Strategy

The cream colored fields are pre-populated from Part 1 or 2.

The team identifies student outcome data sources that will be used in the Do, Study, Act to study and determine if positive impact has been made.

The team will create a long-term SMART Goal. It is recommended the team determine yearly goals based upon the SMART Goal.

Action Plan

Within the action plan, the team determines:
- Activity
- Status (In Progress, Completed, Discontinued)
- Type of action (Equitable Practices/Program, Policies, Professional Learning, Communication, Team Meeting or other)
- Resources Needed
- Team Member Lead
- Evidence of Completion
- Planned Completion Date

Action Plan: Do, Study Act

Do, Study and Act 1

Do, Study and Act 1 Date

11/01/2019

Study Action Steps
Review the Action Plan. Collaboratively, update the status of each action step. Were action steps implemented as planned?
○ Yes ● No

Quantitative and Qualitative Data
What quantitative and qualitative data was examined? Only include data aligned with the Student Long-Term SMART Goal and Improvement Strategy. Please include evidence data mentioned within the Improvement Strategy (Evidence of St...

There are no images.

Summarize ◎
Summarize what is happening during implementation, as well as the data findings.

Summarize...

Proposed Modifications (Plan adjustments)
Brainstorm possible modifications for consideration.

Insert modification...

Act
Reflect on what was learned from your data, review the proposed modifications, make adjustments to the Action Plan, and add new action steps as needed.

Select Next Steps
☐ Begin another cycle (Expand or adjust Action Plan) ☐ Fully Implement or embed the practice (Move on to Sustainability Plan) ☐ Discontinue (Start over with a new Data Inquiry Journal)

Communication
Describe your plan for communicating the status and results with internal and external stakeholders...

At the end of a cycle, the team will come together to determine progress through review:
- Is the action plan being implemented as intended?
- Practice data
- Student outcome data

Summarize progress on the plan and data findings

Propose action plan additions and/or modifications

Communication

Sustainability Plan

Sustainability Plan

Policies and Procedures

Are procedures and policies in place to support this plan? Who is responsible for this?

Save each policy before adding another.

+ New

POLICY OR PROCEDURE	PERSON RESPONSIBLE
No data to display.	

Resources

Are resources in place to support this plan, including capacity building and funding? Who is responsible for this?

Save each resource before adding another.

+ New

RESOURCES	PERSON RESPONSIBLE
No data to display.	

Fidelity

How will you measure and ensure fidelity moving forward? How often?

Save each measure before adding another.

+ New

FIDELITY MEASURES	PERSON RESPONSIBLE	FREQUENCY
No data to display.		

— Collapse Sustainability Plan

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.

Benjamin Franklin